DATABANK

Major Federal Financial-Aid Programs for Undergraduates

Federally Supported Grant Programs

Program	Description	Number of Students	Amount	Terms	Deadline
Pell Grant	Largest federal grant program ($2.4 billion). Pell Grants help undergraduates who have not yet completed a baccalaureate course of study. (Eligibility requirements are determined by the federal government according to a formula developed by the Education Department and approved annually by Congress.) A student may apply by completing a separate federal application form or by indicating that he or she wishes to apply for a Pell Grant when completing the form of a national or state needs-analysis system that has a contract to transmit data to the Pell Grant processing agent.	About 2.7 million students received Pell Grant awards last year.	Maximum amount is $1,800 per year.	No repayment. The grant is awarded in equal portions based on the semesters, quarters, or payment periods defining the academic year.	Deadline is March 15, 1983.
Supplemental Educational Opportunity Grant (S.E.O.G.)	Currently funded at $355 million. S.E.O.G. provides grant funds for undergraduate students who have financial need and who attend at least half-time.	About 652,000 students received aid from this program last year.	Minimum S.E.O.G. award is $200 and the maximum award is $2,000 per year.		Colleges and universities set varying deadlines. Apply as soon as possible. Amount given will be stated in financial-aid packet from institution.

Federally Supported Loan Programs

National Direct Student Loan (N.D.S.L.)	Source of low-interest loans awarded by the institution to either undergraduate or graduate students enrolled at least half time. Currently funded at $179 million.	Over 780,000 students received aid from the N.D.S.L. program last year.	Maximum amount is 6,000 for undergraduate students; $12,000 for graduate students.	Repayment begins six months after the borrower ceases half-time status or six months after a deferment period. Interest is 5 percent with a minimum repayment of $30 per month. There are cancellation provisions for borrowers who enter specified fields of teaching, teach in designated schools, or serve in the military in an area of hostilities.	Colleges and universities set various deadlines. They are usually early in each calendar year. Amount given will be stated in financial-aid packet from institution.
Guaranteed Student Loan (G.S.L.)	Low-interest loan through a bank or other lending agency guaranteed by a state agency or the federal government directly. Currently, students from families with incomes of less than $30,000 are automatically eligible to borrow. Students from families with incomes above this amount are eligible to borrow if they can demonstrate financial need. About $7.8 billion in private lending capital and appropriations of $2.5 billion from the federal government supported the program last year. Federal money was used to cover outstanding loans made in prior years.	There were 3,529,000 loans made through the G.S.L. program in fiscal 1981. The number of students borrowing this year is down by 15-to-20 percent because of the new $30,000 ceiling placed on the program.	Maximum amount is $2,500 per year to a total of $7,500. (For graduate students, maximum is $5,000 per year to a total of $15,000.)	Repayment begins 9 or 12 months after the last semester enrolled. Interest is 9 percent for new borrowers with interest being paid by the federal government until the student begins repayment. Repayment period starts after a six-month grace period.	Student should begin looking for a lender as soon as accepted for undergraduate study. After application is submitted to lender, it usually takes four to six weeks to have loan approved by the guarantee agency in the state or the Education Department.
PLUS loan	PLUS loans are meant to provide additional funds for educational expenses. Arranged through a bank or commercial lender, guaranteed by state agencies. Parents of dependent undergraduates, independent undergraduates, and graduate students are eligible. Apply through lender agency as with G.S.L. PLUS borrowers, however, do not have to show need. About $30.2 billion in private-lending capital was used last year.	11,421 students benefited from the PLUS program in fiscal 1981. The program is expected to triple this year, now that graduate students are eligible.	Maximum is $3,000 per year.	Interest is as high as 14 percent and as low as 12 percent, based on current T-Bill rates. No interest subsidy. Payment period starts 60 days after the loan is made unless the borrower is a full-time student.	Year-round program, but it is best to apply through lending agent as soon as possible. Process same as Guaranteed Student Loan program.
Nursing Loan	Long-term loans available to undergraduate and graduate students who have been accepted into diploma, associate, bachelor's, or graduate-degree programs and who attend at least half time. Currently funded at $8.514 million.	About 8,100 students were aided last year.	Maximum amount is $2,500 per year to a total of $10,000.	Repayment begins 12 months after the last term the student is enrolled. Grace period of 9 months after completion of school. There is a 10-year repayment period. Interest rate is 6 percent on loans made after August 13, 1981.	Colleges and universities set various deadlines. Apply as soon as possible. Amount given will be stated in financial-aid packet from institution.

Federally Supported Work Programs

College Work-Study Program (C.W.S.P.)	Currently funded at $526 million. On- or off-campus part-time employment for undergraduate or graduate students enrolled at least half time.	About 980,000 students benefited from the program last year.	Amount determinant by financial need.	Students meet regular conditions of employment as determined by the institution.	Colleges provide work-study aid as part of financial-aid package.

A Step-by-Step Guide To Application for College Assistance

The Long Process Begins In the Counselor's Office

The following information has been compiled from materials provided by the National Association of Student Financial Aid Officers, the federal government, and other sources.

The Steps

1. The high-school counselor, often the first person the student contacts about financial aid, provides the required need-analysis documents and assists with the initial steps in the application process. Counselors also provide general information, explaining to the student, for example, filing deadlines and that there may be scholarships and loans available from private sources, including: community organizations, foundations, professional associations, corporations, and commercial lending institutions, religious organizations, and professional groups. The counselor should be aware that a student need not be admitted to an institution to *apply* for assistance.

2. The student contacts the postsecondary institution to obtain the appropriate *institutional* application and instructions for filing, including applicable deadlines. The student completes the application and returns it to the institution. The student also may be required to submit an application to a state agency in order to be considered for state aid. [This procedure varies from state to state. Some states offer a decentralized program that may be administered from centralized need-analysis services or the federal government's Pell Grant processing agent, and still other states have separate student-aid application forms.]

3. The student completes the forms. The accuracy of information provided by students is critical. Inaccurate completion of the form may cause delays that can reduce the student's chances to receive the maximum amount of assistance. Counselors and parents can help by ensuring that students do not file late and that they understand agreements made on any of the forms they sign.

Before filling out an application, it is helpful for parents to have their most recent U. S. Income Tax Return form on hand, since specific numbers from specific lines on the the return must be entered. Other useful records are W-2 forms and other records of money earned, current bank statements and mortgage information, and records of nontaxable income received from the Social Security Administration, Veterans Administration, and other agencies. (If parents don't have information from the most recent tax return, they will have to estimate financial information and may have to prove the accuracy of the estimate before student is awarded aid. Also, they will have to change any figures that prove to be incorrect.)

4. Depending upon the need-analysis service used by the institution or state, the student and his or her parents complete the need-analysis forms and mail them to the appropriate processing agent. The state or postsecondary institution may utilize only the Pell Grant system, in which case the student completes a form called the Application for Federal Student Aid and mails it to the government's processing agent [a West Coast organization that analyzes federal financial-aid forms].

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of undergraduate admissions.

"The students are shying away," says Mr. Sciami of St. John's University. "But the fact is, the money is there. If they go through the process they will have the money they need."

"Students and parents are discouraged about the possibilities of receiving help, though they aren't pushing any panic buttons yet," according to Gene L. Wanders, guidance counselor at Tartan High School in North St. Paul. "The current attitude is that if you don't get money, you can go to less expensive schools," he says.

An estimated 56 percent of the 12.4 million students enrolled in postsecondary education are receiving some type of financial assistance.

The worry about the decline in federal aid is compounded in Minnesota and in many other states by a decline in state appropriations.

Last year, the Minnesota legislature cut back the state scholarship fund that supported students going to private institutions, Mr. Wanders says.

But even in communities where there is apparently enough money available, financial concerns are changing previous college-selection patterns.

Students attending Chaparral High School in Scottsdale, Ariz.—one of the nation's most affluent communities—are attending local state colleges in greater numbers than ever before, according to William B. Holmes, head of the guidance department.

Last year, a record 200 Chaparral High School seniors chose to attend one of the state's three public institutions.

DATABANK

Analysis of Trends in Private-School Enrollments

The tables below are taken from a Census Bureau report on private-school enrollment trends. The report was prepared by Rosalind R. Bruno, a statistician, under the direction of Paul M. Siegel, chief of the education and social stratification branch in the population division.

The report analyzes data collected in the bureau's 1979 Current Population Survey, in addition to data collected in surveys from 1948 through 1978 and information gathered in the 1960 and 1970 censuses of population.

Private and Public Elementary and High-School Enrollment, For Dependent Family Members, by Church Status of School, Family Income, Education of Family Householder, Race, And Spanish Origin: October 1979

(Numbers in thousands. Civilian noninstitutional population)

	Total Enrolled	Public	Private				Public	Private			
			Total	Church Related	Not Church Related	Not Reported		Total	Church Related	Not Church Related	Not Reported
ELEMENTARY & HIGH SCHOOL							Percent				
All Races											
Family Income											
All Incomes	42,353	38,153	4,200	3,516	584	98	100.0	90.1	9.9	8.3	1.4	0.2
Less than $5,000	3,501	3,386	115	97	5	13	100.0	96.7	3.3	2.8	0.1	0.4
$5,000 to $9,999	5,884	5,636	248	200	38	10	100.0	95.8	4.2	3.4	0.6	0.2
$10,000 to $14,999	7,417	6,890	526	479	41	6	100.0	92.9	7.1	6.5	0.6	0.1
$15,000 to $19,999	6,404	5,758	646	585	52	9	100.0	89.9	10.1	9.1	0.8	0.1
$20,000 to $24,999	6,458	5,736	721	662	49	10	100.0	88.8	11.2	10.3	0.8	0.2
$25,000 to $49,999	7,973	6,809	1,163	994	157	12	100.0	85.4	14.6	12.5	2.0	0.2
$50,000 and over	1,493	1,082	411	229	173	9	100.0	72.5	27.5	15.3	11.6	0.6
Income not reported	3,224	2,855	369	271	69	28	100.0	88.6	11.4	8.4	2.1	0.9
Education of Householder												
All Education Levels	42,353	38,153	4,200	3,156	584	98	100.0	90.1	9.9	8.3	1.4	0.2
Elementary:												
0 to 8 years	5,870	5,647	223	194	12	17	100.0	96.2	3.8	3.3	0.2	0.3
High School:												
1 to 3 years	6,380	5,983	397	346	32	18	100.0	93.8	6.2	5.4	0.5	0.3
4 years	15,630	14,199	1,431	1,266	136	28	100.0	90.8	9.2	8.1	0.9	0.2
College:												
1 to 3 years	6,172	5,429	743	641	91	11	100.0	88.0	12.0	10.4	1.5	0.2
4 years	3,799	3,154	645	522	113	11	100.0	83.0	17.0	13.7	3.0	0.3
5 or more years	3,759	3,042	717	505	199	13	100.0	80.9	19.1	13.4	5.3	0.3
Education not reported	743	699	45	45	—	—	100.0	94.0	6.0	6.0	—	—
White												
Family Income												
All Incomes	35,015	31,225	3,791	3,170	537	84	100.0	89.2	10.8	9.1	1.5	0.2
Less than $5,000	1,899	1,821	78	67	3	8	100.0	95.9	4.1	3.6	0.2	0.4
$5,000 to $9,999	3,904	3,720	183	147	28	8	100.0	95.3	4.7	3.8	0.7	0.2
$10,000 to $14,999	6,101	5,621	480	433	40	6	100.0	92.1	7.9	7.1	0.7	0.1
$15,000 to $19,999	5,684	5,084	599	543	47	9	100.0	89.4	10.6	9.6	0.8	0.2
$20,000 to $24,999	5,833	5,186	648	568	41	9	100.0	88.9	11.1	10.3	0.7	0.2
$25,000 to $49,999	7,453	6,382	1,072	918	142	12	100.0	85.6	14.4	12.3	1.9	0.2
$50,000 and over	1,425	1,034	391	216	167	8	100.0	72.6	27.4	15.2	11.7	0.6
Income not reported	2,716	2,378	338	246	67	25	100.0	87.5	12.5	9.1	2.5	0.9
Education of Householder												
All Education Levels	35,015	31,225	3,791	3,170	537	84	100.0	89.2	10.8	9.1	1.5	0.2
Elementary:												
0 to 8 years	4,275	4,075	202	181	9	13	100.0	95.3	4.7	4.2	0.2	0.3
High School:												
1 to 3 years	4,448	4,103	345	305	27	13	100.0	92.2	7.8	6.9	0.6	0.3
4 years	13,390	12,103	1,288	1,136	125	27	100.0	90.4	9.6	8.5	0.9	0.2
College:												
1 to 3 years	5,276	4,619	656	567	82	8	100.0	87.6	12.4	10.7	1.6	0.1
4 years	3,487	2,893	594	473	110	11	100.0	83.0	17.0	13.6	3.2	0.3
5 or more years	3,532	2,867	665	468	184	13	100.0	81.2	18.8	13.3	5.2	0.4
Education not reported	605	565	40	40	—	—	100.0	93.4	6.6	6.6	—	—
Black												
Family Income												
All Incomes	6,454	6,142	313	266	33	11	100.0	95.2	4.8	4.2	0.5	0.2
Less than $5,000	1,526	1,496	32	27	—	5	100.0	97.9	2.1	1.8	—	0.3
$5,000 to $9,999	1,833	1,777	56	45	9	2	100.0	96.9	3.1	2.5	0.5	0.1
$10,000 to $14,999	1,154	1,113	41	41	—	—	100.0	96.5	3.5	3.5	—	—
$15,000 to $19,999	604	569	35	32	3	—	100.0	94.2	5.8	5.3	0.5	—
$20,000 to $24,999	515	455	60	53	5	1	100.0	88.3	11.7	10.4	1.0	0.3
$25,000 to $49,999	357	297	60	51	9	—	100.0	83.3	16.7	14.2	2.5	—
$50,000 and over	35	30	5	—	5	—	X	X	X	X	X	X
Income not reported	429	405	24	19	2	3	100.0	94.4	5.6	4.5	0.4	0.7
Education of Householder												
All Education Levels	6,454	6,142	313	268	33	11	100.0	95.2	4.8	4.2	0.5	0.2
Elementary:												
0 to 8 years	1,470	1,452	18	11	3	4	100.0	98.8	1.2	0.8	0.2	0.3
High School:												
1 to 3 years	1,796	1,752	44	34	5	5	100.0	97.6	2.4	1.9	0.3	0.3
4 years	2,013	1,889	124	115	7	1	100.0	93.8	6.2	5.7	0.4	0.1
College:												
1 to 3 years	779	703	76	67	7	2	100.0	90.3	9.7	8.6	0.9	0.2
4 years	189	160	29	27	1	—	100.0	84.8	15.2	14.6	0.7	—
5 or more years	125	104	21	12	9	—	100.0	83.3	16.7	9.5	7.2	—
Education not reported	82	81	1	1	—	—	100.0	98.4	1.6	1.6	—	—
Spanish Origin												
Family Income												
All Incomes	2,920	2,674	246	218	21	7	100.0	91.6	8.4	7.5	0.7	0.2
Less than $5,000	486	473	13	13	—	—	100.0	97.3	2.7	2.7	—	—
$5,000 to $9,999	682	648	34	26	7	1	100.0	95.0	5.0	3.8	1.0	0.2
$10,000 to $14,999	704	648	56	55	2	—	100.0	92.0	8.0	7.7	0.2	—
$15,000 to $19,999	348	299	50	46	2	2	100.0	85.8	14.3	13.1	0.5	0.7
$20,000 to $24,999	226	193	33	29	5	—	100.0	85.4	14.6	12.6	2.0	—
$25,000 to $49,999	277	231	46	36	7	3	100.0	83.3	16.7	13.1	2.4	1.2
$50,000 and over	8	6	2	2	—	—	X	X	X	X	X	X
Income not reported	188	176	12	12	—	—	100.0	93.7	6.3	6.3	—	—
Education of Householder												
All Education Levels	2,920	2,674	246	218	21	7	100.0	91.6	8.4	7.5	0.7	0.2
Elementary:												
0 to 8 years	1,242	1,184	59	52	5	2	100.0	95.3	4.7	4.2	0.4	0.2
High School:												
1 to 3 years	444	407	36	35	—	2	100.0	91.8	8.2	7.8	—	0.4
4 years	713	616	96	87	8	1	100.0	86.5	13.5	12.2	1.1	0.1
College:												
1 to 3 years	235	199	36	30	6	—	100.0	84.7	15.3	12.9	2.4	—
4 years	111	104	8	5	3	—	100.0	93.1	6.9	4.4	2.5	—
5 or more years	60	49	10	9	—	2	X	X	X	X	X	X
Education not reported	114	114	—	—	—	—	100.0	100.0	—	—	—	—

	Total Enrolled	Public	Private				Public	Private			
			Total	Church Related	Not Church Related	Not Reported		Total	Church Related	Not Church Related	Not Reported
ELEMENTARY							Percent				
All Races											
Family Income											
All Incomes	27,825	24,720	3,105	2,665	388	53	100.0	88.8	11.2	9.6	1.4	0.2
Less than $5,000	2,500	2,417	92	80	3	8	100.0	96.3	3.7	3.2	0.1	0.3
$5,000 to $9,999	4,090	3,897	194	167	25	2	100.0	95.3	4.7	4.1	0.6	—
$10,000 to $14,999	5,220	4,795	425	389	31	5	100.0	91.9	8.1	7.5	0.6	0.1
$15,000 to $19,999	4,263	3,761	502	464	35	3	100.0	88.2	11.8	10.1	0.8	0.1
$20,000 to $24,999	4,192	3,633	559	518	34	7	100.0	86.7	13.3	12.4	0.8	0.2
$25,000 to $49,999	4,770	3,954	817	700	111	5	100.0	82.9	17.1	14.7	2.3	0.1
$50,000 and over	871	599	272	155	112	5	100.0	68.8	31.2	17.8	12.9	0.5
Income not reported	1,910	1,664	246	191	36	19	100.0	87.1	12.9	10.0	1.9	1.0
Education of Householder												
All Education Levels	27,825	24,720	3,105	2,665	388	53	100.0	88.8	11.2	9.6	1.4	0.2
Elementary:												
0 to 8 years	3,721	3,563	158	145	5	8	100.0	95.8	4.3	3.9	0.1	0.2
High School:												
1 to 3 years	4,152	3,864	289	260	18	11	100.0	93.1	7.0	6.3	0.4	0.3
4 years	10,089	9,030	1,060	960	90	10	100.0	89.5	10.5	9.5	0.9	0.1
College:												
1 to 3 years	4,225	3,672	552	477	65	11	100.0	86.9	13.1	11.3	1.5	0.3
4 years	2,474	2,014	461	394	61	5	100.0	81.4	18.6	15.9	2.5	0.2
5 or more years	2,490	1,948	542	385	149	7	100.0	78.2	21.8	15.5	6.0	0.3
Education not reported	674	629	45	45	—	—	100.0	93.4	6.6	6.6	—	—
White												
Family Income												
All Incomes	22,927	20,146	2,781	2,385	354	42	100.0	87.9	12.1	10.4	1.5	0.2
Less than $5,000	1,365	1,304	61	54	2	5	100.0	95.6	4.4	4.0	0.1	0.3
$5,000 to $9,999	2,772	2,625	147	124	23	—	100.0	94.7	5.3	4.5	0.8	—
$10,000 to $14,999	4,344	3,957	387	353	30	5	100.0	91.1	8.9	8.1	0.7	0.1
$15,000 to $19,999	3,797	3,333	464	431	30	3	100.0	87.8	12.2	11.4	0.8	0.1
$20,000 to $24,999	3,786	3,286	500	465	29	7	100.0	86.8	13.2	12.3	0.8	0.2
$25,000 to $49,999	4,429	3,686	743	639	99	5	100.0	83.2	16.8	14.4	2.2	0.1
$50,000 and over	829	574	255	145	107	3	100.0	69.2	30.8	17.5	12.9	0.4
Income not reported	1,605	1,382	223	173	35	16	100.0	86.1	13.9	10.8	2.2	1.0
Education of Householder												
All Education Levels	22,927	20,146	2,781	2,385	354	42	100.0	87.9	12.1	10.4	1.5	0.2
Elementary:												
0 to 8 years	2,766	2,624	142	133	5	5	100.0	94.9	5.1	4.8	0.2	0.2
High School:												
1 to 3 years	2,860	2,605	255	232	15	7	100.0	91.1	8.9	8.1	0.5	0.2
4 years	8,571	7,626	945	853	81	10	100.0	89.0	11.0	10.0	0.9	0.1
College:												
1 to 3 years	3,576	3,092	483	420	56	8	100.0	86.5	13.5	11.7	1.6	0.2
4 years	2,267	1,848	419	353	61	5	100.0	81.5	18.5	15.6	2.7	0.2
5 or more years	2,327	1,831	496	354	135	7	100.0	78.7	21.3	15.2	5.8	0.3
Education not reported	560	520	40	40	—	—	100.0	92.9	7.1	7.1	—	—
Black												
Family Income												
All Incomes	4,288	4,046	243	211	23	9	100.0	94.3	5.7	4.9	0.5	0.2
Less than $5,000	1,095	1,068	27	24	—	3	100.0	97.5	2.5	2.2	—	0.3
$5,000 to $9,999	1,212	1,172	40	36	2	2	100.0	96.7	3.3	3.0	0.1	0.2
$10,000 to $14,999	768	736	32	32	—	—	100.0	95.8	4.2	4.2	—	—
$15,000 to $19,999	385	358	27	24	3	—	100.0	92.9	7.1	6.2	0.8	—
$20,000 to $24,999	322	276	46	43	4	—	100.0	85.6	14.4	13.3	1.1	—
$25,000 to $49,999	228	183	45	36	8	—	100.0	80.2	19.8	16.4	3.4	—
$50,000 and over	22	17	5	—	5	—	X	X	X	X	X	X
Income not reported	256	236	19	14	2	3	100.0	92.5	7.5	5.6	0.7	1.3
Education of Householder												
All Education Levels	4,288	4,046	243	211	23	9	100.0	94.3	5.7	4.9	0.5	0.2
Elementary:												
0 to 8 years	877	863	14	10	—	4	100.0	98.4	1.6	1.1	—	0.4
High School:												
1 to 3 years	1,199	1,170	29	24	2	3	100.0	97.6	2.4	2.0	0.2	0.3
4 years	1,365	1,266	98	94	5	—	100.0	92.7	7.3	6.9	0.4	—
College:												
1 to 3 years	572	511	61	53	7	2	100.0	89.3	10.7	9.2	1.2	0.3
4 years	117	96	20	20	—	—	100.0	82.5	17.5	17.5	—	—
5 or more years	90	73	17	8	9	—	100.0	80.7	19.3	9.2	10.1	—
Education not reported	69	68	1	1	—	—	X	X	X	X	X	X
Spanish Origin[1]												
Family Income												
All Incomes	2,046	1,843	203	183	17	3	100.0	90.1	9.9	9.0	0.8	0.2
Less than $5,000	349	339	10	10	—	—	100.0	97.2	2.8	2.8	—	—
$5,000 to $9,999	514	483	31	25	7	—	100.0	93.9	6.1	4.8	1.3	—
$10,000 to $14,999	505	453	52	51	1	—	100.0	89.7	10.3	10.2	0.1	—
$15,000 to $19,999	219	184	35	33	2	—	100.0	84.0	15.9	15.1	0.7	—
$20,000 to $24,999	152	124	27	25	2	—	100.0	81.9	18.1	16.6	1.5	—
$25,000 to $49,999	181	143	38	29	5	3	100.0	78.9	21.1	16.2	3.0	1.9
$50,000 and over	3	2	2	2	—	—	X	X	X	X	X	X
Income not reported	123	115	8	8	—	—	100.0	93.3	6.7	6.7	—	—
Education of Householder												
All Education Levels	2,046	1,843	203	183	17	3	100.0	90.1	9.9	9.0	0.8	0.2
Elementary:												
0 to 8 years	860	810	50	46	5	—	100.0	94.2	5.8	5.3	0.5	—
High School:												
1 to 3 years	310	278	31	29	—	2	100.0	89.9	10.1	9.5	—	0.6
4 years	503	428	75	69	6	—	100.0	85.1	14.9	13.8	1.1	—
College:												
1 to 3 years	171	138	33	27	6	—	100.0	80.9	19.1	15.8	3.4	—
4 years	77	73	4	3	1	—	100.0	95.0	5.1	4.2	0.9	—
5 or more years	45	34	10	9	—	2	X	X	X	X	X	X
Education not reported	82	82	—	—	—	—	100.0	100.0	—	—	—	—

SOURCE: U.S. Department of Commerce, Bureau of the Census

Private and Public Elementary and High-School Enrollment, For Dependent Family Members, by Church Status of School, Family Income, Education of Family Householder, Race, And Spanish Origin: October 1979

(Numbers in thousands. Civilian noninstitutional population)

	Total Enrolled	Public	Private				Public	Private				
			Total	Church Related	Not Church Related	Not Reported			Church Related	Not Church Related	Not Reported	
HIGH SCHOOL							Percent					
All Races												
Family Income												
All Incomes	14,528	13,433	1,095	854	196	45	100.0	92.5	7.5	5.9	1.4	0.3
Less than $5,000	992	969	23	17	2	5	100.0	97.7	2.3	1.7	0.2	0.5
$5,000 to $9,999	1,794	1,740	54	33	13	8	100.0	97.0	3.0	1.9	0.7	0.4
$10,000 to $14,999	2,197	2,095	102	90	11	2	100.0	95.4	4.6	4.1	0.5	0.1
$15,000 to $19,999	2,142	1,997	144	121	17	6	100.0	93.3	6.7	5.7	0.8	0.3
$20,000 to $24,999	2,266	2,103	163	144	15	3	100.0	92.8	7.2	6.4	0.7	0.2
$25,000 to $49,999	3,202	2,856	347	294	45	7	100.0	89.2	10.8	9.2	1.4	0.2
$50,000 and over	622	483	139	74	61	5	100.0	77.7	22.3	11.8	9.7	0.8
Income not reported	1,314	1,191	123	81	33	9	100.0	90.7	9.3	6.2	2.5	0.7
Education of Householder												
All Education Levels	14,528	13,433	1,095	854	196	45	100.0	92.5	7.5	5.9	1.4	0.3
Elementary:												
0 to 8 years	2,149	2,064	85	49	7	8	100.0	97.0	3.0	2.3	0.3	0.4
High School:												
1 to 3 years	2,228	2,120	108	86	15	7	100.0	95.2	4.8	3.9	0.7	0.3
4 years	5,540	5,169	371	307	46	18	100.0	93.3	6.7	5.5	0.8	0.3
College:												
1 to 3 years	1,947	1,756	191	164	27	—	100.0	90.2	9.8	8.4	1.4	—
4 years	1,325	1,141	184	127	51	6	100.0	86.1	13.9	9.6	3.8	0.4
5 or more years	1,269	1,094	176	121	50	5	100.0	86.2	13.9	9.5	3.9	0.4
Education not reported	70	69	—	—	—	—	X	X	X	X	X	X
White												
Family Income												
All Incomes	12,088	11,078	1,010	785	183	42	100.0	91.6	8.4	6.5	1.5	0.4
Less than $5,000	534	516	18	13	1	3	100.0	96.7	3.3	2.5	0.2	0.6
$5,000 to $9,999	1,132	1,095	37	23	5	8	100.0	96.8	3.2	2.1	0.5	0.7
$10,000 to $14,999	1,757	1,665	92	80	11	2	100.0	94.7	5.3	4.6	0.6	0.1
$15,000 to $19,999	1,887	1,751	135	112	17	6	100.0	92.8	7.2	5.9	0.9	0.3
$20,000 to $24,999	2,047	1,898	148	133	13	2	100.0	92.8	7.2	6.5	0.6	0.1
$25,000 to $49,999	3,025	2,696	329	279	43	7	100.0	89.1	10.9	9.2	1.4	0.2
$50,000 and over	596	460	136	71	61	5	100.0	77.2	22.8	11.9	10.2	0.8
Income not reported	1,111	996	115	73	33	9	100.0	89.6	10.4	6.6	3.0	0.8
Education of Householder												
All Education Levels	12,088	11,078	1,010	785	183	42	100.0	91.6	8.4	6.5	1.5	0.4
Elementary:												
0 to 8 years	1,511	1,452	60	48	4	8	100.0	96.0	4.0	3.2	0.3	0.5
High School:												
1 to 3 years	1,587	1,497	90	73	11	6	100.0	94.3	5.7	4.6	0.7	0.4
4 years	4,819	4,476	343	283	45	17	100.0	92.9	7.1	5.9	0.9	0.4
College:												
1 to 3 years	1,700	1,527	173	147	26	—	100.0	89.8	10.2	8.6	1.5	—
4 years	1,220	1,045	175	120	49	6	100.0	85.7	14.3	9.9	4.0	0.5
5 or more years	1,205	1,096	109	114	42	5	100.0	86.0	14.0	9.5	4.1	0.4
Education not reported	45	45	—	—	—	—	X	X	X	X	X	X
Black												
Family Income												
All Incomes	2,166	2,096	70	57	10	3	100.0	96.8	3.2	2.6	0.5	0.1
Less than $5,000	433	428	5	3	—	1	100.0	98.9	1.1	0.8	—	0.3
$5,000 to $9,999	621	605	16	9	7	—	100.0	97.4	2.6	1.5	1.1	—
$10,000 to $14,999	386	377	9	9	—	—	100.0	97.8	2.2	2.2	—	—
$15,000 to $19,999	219	211	8	8	—	—	100.0	96.5	3.5	3.5	—	—
$20,000 to $24,999	192	179	14	11	2	1	100.0	88.8	11.2	10.2	1.0	—
$25,000 to $49,999	129	114	14	13	1	—	100.0	91.5	8.5	7.2	1.3	—
$50,000 and over	13	13	—	—	—	—	X	X	X	X	X	X
Income not reported	174	169	5	5	—	—	100.0	97.2	2.8	2.8	—	—
Education of Householder												
All Education Levels	2,166	2,096	70	57	10	3	100.0	96.8	3.2	2.5	0.5	0.1
Elementary:												
0 to 8 years	593	589	5	1	3	—	100.0	99.2	0.8	0.2	0.6	—
High School:												
1 to 3 years	597	583	14	10	3	1	100.0	97.6	2.4	1.6	0.6	0.2
4 years	648	623	25	21	2	1	100.0	96.2	3.8	3.3	0.3	0.2
College:												
1 to 3 years	207	193	15	15	—	—	100.0	93.0	7.0	7.0	—	—
4 years	72	64	8	7	1	—	X	X	X	X	X	X
5 or more years	35	31	4	4	—	—	X	X	X	X	X	X
Education not reported	13	13	—	—	—	—	X	X	X	X	X	X
Spanish Origin[1]												
Family Income												
All Incomes	873	831	43	34	4	4	100.0	95.1	4.9	4.0	0.5	0.4
Less than $5,000	137	134	3	3	—	—	100.0	97.6	2.4	2.4	—	—
$5,000 to $9,999	168	165	3	1	—	1	100.0	98.4	1.6	0.8	—	0.8
$10,000 to $14,999	199	195	4	3	1	—	100.0	97.9	2.1	1.6	0.4	—
$15,000 to $19,999	129	114	15	13	—	2	100.0	88.5	11.5	9.8	—	1.8
$20,000 to $24,999	74	69	6	3	2	—	X	X	X	X	X	X
$25,000 to $49,999	96	88	8	7	1	—	100.0	91.5	8.5	7.2	1.3	—
$50,000 and over	5	5	—	—	—	—	X	X	X	X	X	X
Income not reported	65	62	4	4	—	—	X	X	X	X	X	X
Education of Householder												
All Education Levels	873	831	43	34	4	4	100.0	95.1	4.9	4.0	0.5	0.4
Elementary:												
0 to 8 years	383	374	9	6	—	2	100.0	97.7	2.3	1.7	—	0.6
High School:												
1 to 3 years	134	129	5	5	—	—	100.0	96.1	3.9	3.9	—	—
4 years	210	188	21	18	2	1	100.0	89.8	10.2	8.5	1.1	0.7
College:												
1 to 3 years	66	61	3	3	—	—	X	X	X	X	X	X
4 years	35	31	4	2	2	—	X	X	X	X	X	X
5 or more years	16	[2]15	—	—	—	—	X	X	X	X	X	X
Education not reported	32	32	—	—	—	—	X	X	X	X	X	X

[1] Persons of Spanish origin may be of any race.
— Represents zero or rounds to zero.
X Base less than 75,000
SOURCE: U.S. Department of Commerce, Bureau of the Census

Private and Public Elementary and High-School Enrollment, By Race and Spanish Origin: October 1948 to 1979

(Numbers in thousands. Civilian noninstitutional population)

Race And Year	Elementary and High School				Elementary				High School			
	Total Enrolled	Public	Private		Total Enrolled	Public	Private		Total Enrolled	Public	Private	
			Number	Percent			Number	Percent			Number	Percent
All Races												
1979	42,981	38,750	4,231	9.8	27,865	24,756	3,109	11.2	15,116	13,994	1,122	7.4
1978	43,965	39,483	4,482	10.2	28,490	25,252	3,238	11.4	15,475	14,231	1,244	8.0
1977	44,987	40,469	4,499	10.0	29,234	25,983	3,251	11.1	15,753	14,505	1,248	7.9
1976	45,516	41,239	4,276	9.4	29,774	26,698	3,075	10.3	15,742	14,541	1,201	7.6
1975	46,131	41,674	4,457	9.7	30,446	27,166	3,279	10.8	15,685	14,508	1,178	7.5
1974	46,573	42,231	4,341	9.3	31,126	27,956	3,169	10.2	15,447	14,275	1,172	7.6
1973	46,816	42,363	4,452	9.5	31,469	28,201	3,268	10.4	15,347	14,162	1,184	7.7
1972	47,411	42,708	4,704	9.9	32,242	28,693	3,549	11.0	15,169	14,015	1,155	7.6
1971	48,690	43,886	4,804	9.9	33,507	29,829	3,678	11.0	15,183	14,057	1,126	7.4
1970	48,865	43,546	5,119	10.5	33,950	30,001	3,949	11.6	14,715	13,545	1,170	8.0
1969	48,341	43,225	5,117	10.6	33,788	29,825	3,964	11.7	14,553	13,400	1,153	7.9
1968	47,906	42,320	5,586	11.7	33,761	29,527	4,234	12.5	14,145	12,793	1,352	9.6
1967	47,230	41,375	5,854	12.4	33,440	28,877	4,562	13.6	13,790	12,498	1,292	9.4
1966	45,889	39,919	5,967	13.0	32,525	27,934	4,590	14.1	13,364	11,985	1,377	10.3
1965	45,057	38,838	6,218	13.8	32,082	27,321	4,761	14.8	12,975	11,517	1,457	11.2
1964	44,200	37,945	6,256	14.2	31,387	26,542	4,846	15.4	12,813	11,403	1,410	11.0
1963	43,683	37,688	5,993	13.7	31,245	26,502	4,742	15.2	12,438	11,186	1,251	10.1
1962	42,177	36,579	5,598	13.3	30,661	26,148	4,513	14.7	11,516	10,431	1,085	9.4
1961	41,677	36,038	5,638	13.5	30,718	26,221	4,497	14.6	10,959	9,817	1,141	10.4
1960	40,598	35,029	5,568	13.7	30,349	25,814	4,535	14.9	10,249	9,215	1,033	10.1
1959	38,998	33,251	5,747	14.7	29,382	24,680	4,702	16.0	9,616	8,571	1,045	10.9
1958	37,666	32,285	5,383	14.3	28,184	23,800	4,385	15.6	9,482	8,485	998	10.5
1957	36,204	31,135	5,069	14.0	27,248	23,076	4,172	15.3	8,956	8,059	897	10.0
1956	34,712	30,142	4,570	13.2	26,188	22,474	3,686	14.1	8,543	7,668	875	10.2
1955	33,419	29,259	4,159	12.4	25,456	22,078	3,379	13.3	7,961	7,181	780	9.8
1954	32,160	28,469	3,690	11.5	24,427	21,416	3,011	12.3	7,733	7,053	679	8.8
1953	30,420	26,845	3,573	11.7	23,154	20,245	2,908	12.6	7,266	6,600	666	9.2
1952	29,970	26,590	3,380	11.3	22,774	20,060	2,714	11.9	7,196	6,530	666	9.3
1951[1]	28,622	25,464	3,158	11.0	21,842	19,296	2,546	11.7	6,780	6,168	612	9.0
1950[1]	27,897	24,859	3,040	10.9	21,207	18,710	2,499	11.8	6,690	6,149	541	8.1
1949[2]	26,946	23,976	2,970	11.0	20,486	18,090	2,396	11.7	6,460	5,886	574	8.9
1948[2]	26,083	23,608	2,475	9.5	19,773	17,779	1,994	10.1	6,310	5,829	481	7.6
White												
1979	35,542	31,723	3,818	10.7	22,959	20,174	2,785	12.1	12,583	11,549	1,033	8.2
1978	36,421	32,292	4,129	11.3	23,524	20,551	2,973	12.6	12,897	11,741	1,156	9.0
1977	37,414	33,292	4,122	11.0	24,262	21,312	2,950	12.2	13,152	11,980	1,172	8.9
1976	37,990	34,040	3,950	10.4	24,776	21,947	2,829	11.4	13,214	12,093	1,121	8.5
1975	38,636	34,465	4,189	10.8	25,412	22,351	3,059	12.0	13,224	12,114	1,110	8.4
1974	39,124	35,029	4,097	10.5	26,051	23,063	2,990	11.5	13,073	11,966	1,107	8.5
1973	39,622	35,473	4,149	10.5	26,531	23,506	3,025	11.4	13,091	11,967	1,124	8.6
1972	40,144	35,745	4,399	11.0	27,185	23,869	3,316	12.2	12,959	11,876	1,083	8.4
1971	41,185	36,657	4,527	11.0	28,187	24,720	3,466	12.3	12,998	11,937	1,061	8.2
1970	41,361	36,522	4,839	11.7	28,636	24,923	3,715	13.0	12,723	11,599	1,124	8.8
1969	41,160	36,306	4,853	11.8	28,572	24,803	3,768	13.2	12,588	11,502	1,085	8.6
1968	40,914	36,587	5,326	13.0	28,634	24,580	4,054	14.2	12,280	11,007	1,272	10.4
1967	40,412	34,813	5,599	13.9	28,415	24,044	4,371	15.4	11,997	10,769	1,228	10.2
1966	39,330	33,552	5,775	14.7	27,687	23,240	4,446	16.1	11,643	10,312	1,329	11.4
1965	38,728	32,731	5,997	15.5	27,372	22,770	4,602	16.8	11,356	9,961	1,395	12.3
1964	38,078	32,052	6,026	15.8	26,821	22,154	4,667	17.4	11,257	9,898	1,359	12.1
1963	37,703	31,963	5,739	15.2	26,709	22,181	4,527	16.9	10,994	9,782	1,212	11.0
1962	36,542	31,139	5,403	14.8	26,272	21,922	4,350	16.6	10,270	9,217	1,053	10.3
1961	36,031	30,649	5,383	14.9	26,294	22,014	4,281	16.3	9,737	8,635	1,102	11.3
1960	35,157	29,820	5,338	15.2	26,036	21,696	4,339	16.7	9,122	8,124	999	11.0
1959	33,981	28,426	5,555	16.3	25,395	20,854	4,541	17.9	8,586	7,572	1,014	11.8
1958	32,864	27,679	5,185	15.8	24,380	20,178	4,203	17.2	8,484	7,501	982	11.6
1957	31,805	26,716	4,889	15.5	23,610	19,595	4,015	17.0	7,995	7,121	874	10.9
1956	30,410	26,011	4,399	14.5	22,740	19,186	3,554	15.6	7,670	6,825	845	11.0
1955	29,221	25,250	3,971	13.6	22,185	18,947	3,238	14.6	7,036	6,303	733	10.4
1954	28,281	24,730	3,551	12.6	21,309	18,412	2,897	13.6	6,972	6,318	654	9.4
1953	26,761	23,290	3,471	13.0	20,262	17,447	2,815	13.9	6,499	5,843	656	10.1
Black												
1979	6,541	6,224	317	4.8	4,296	4,053	243	5.7	2,245	2,171	74	3.3
1978	6,632	6,365	267	4.0	4,356	4,154	202	4.6	2,276	2,211	65	2.9
1977	6,714	6,435	280	4.2	4,387	4,166	221	5.0	2,327	2,269	59	2.5
1976	6,686	6,443	246	3.7	4,430	4,256	175	4.0	2,258	2,187	71	3.1
1975	6,706	6,484	224	3.3	4,509	4,344	165	3.7	2,199	2,140	59	2.7
1974	6,710	6,527	185	2.8	4,586	4,455	131	2.9	2,125	2,072	54	2.5
1973	6,517	6,265	252	3.9	4,473	4,277	196	4.4	2,044	1,988	56	2.7
1972	6,566	6,353	245	3.7	4,573	4,382	191	4.2	2,025	1,971	54	2.7
1971	6,883	6,663	220	3.2	4,877	4,712	165	3.4	2,006	1,951	55	2.7
1970	6,702	6,462	241	3.6	4,868	4,668	200	4.1	1,834	1,794	41	2.2
1969	6,593	6,384	208	3.2	4,785	4,633	151	3.2	1,808	1,751	57	3.2
1968	6,434	6,225	208	3.2	4,716	4,580	140	3.1	1,718	1,656	62	3.6
1967	6,269	6,049	219	3.5	4,618	4,444	173	3.7	1,651	1,605	48	2.8
1966[3]	6,561	6,367	194	3.0	4,840	4,694	146	3.0	1,721	1,673	48	2.8
1965[3]	6,330	6,107	222	3.5	4,711	4,551	160	3.4	1,619	1,556	62	3.8
1964[3]	6,122	5,893	230	3.8	4,566	4,388	179	3.9	1,556	1,505	51	3.3
1963[3]	5,980	5,725	254	4.2	4,536	4,321	215	4.7	1,444	1,404	39	2.7
1962[3]	5,635	5,440	195	3.5	4,389	4,226	163	3.7	1,246	1,214	32	2.6
1961[3]	5,646	5,389	255	4.5	4,424	4,207	216	4.9	1,222	1,182	39	3.2
1960[3]	5,440	5,210	229	4.2	4,313	4,118	196	4.5	1,127	1,092	34	3.0
1959[3]	5,017	4,825	192	3.8	3,987	3,826	161	4.0	1,030	999	31	3.0
1958[3]	4,802	4,602	199	4.1	3,804	3,621	182	4.8	998	981	17	1.7
1957[3]	4,599	4,422	177	3.8	3,638	3,483	155	4.3	961	939	22	2.3
1956[3]	4,302	4,130	172	4.0	3,429	3,287	142	4.1	873	843	30	3.4
1955[3]	4,199	4,009	190	4.5	3,273	3,131	142	4.3	926	878	48	5.2
1954[3]	3,879	3,739	140	3.6	3,118	3,004	114	3.7	761	735	26	3.4
1953[3]	3,659	3,555	103	2.8	2,892	2,798	93	3.2	767	757	10	1.3
Spanish Origin[4]												
1979	2,854	2,620	234	8.2	1,934	1,745	189	9.8	920	875	45	4.9
1978	2,761	2,529	231	8.4	1,893	1,704	188	9.9	868	825	43	5.0
1977	2,802	2,490	312	11.1	1,874	1,654	220	11.7	928	836	92	9.9
1976	2,866	2,635	230	8.0	1,934	1,768	165	8.5	932	867	65	7.0
1975	3,010	2,744	265	8.8	2,062	1,858	204	9.9	948	886	61	6.4
1974	2,956	2,638	319	10.8	2,040	1,780	260	12.7	916	858	59	6.4
1973	2,842	2,419	223	8.4	1,884	1,712	172	9.1	758	707	51	6.7
1972	2,712	2,489	223	8.2	1,879	1,706	173	9.2	834	784	50	6.0

[1] For persons 5 to 29 years old. [2] For persons 5 to 24 years old. [3] For persons of Black and other races. [4] Persons of Spanish origin may be of any race. SOURCE: U.S. Department of Commerce, Bureau of the Census

Census Finds Private-School Enrollment Down

Continued from Page 1

to private schools. Opponents of tax credits generally argue the opposite.

"One argument against tax credits," said Bruno V. Manno, director of research at the National Catholic Education Association (N.C.E.A.), "is that if all this money is available, the middle class will take their kids out of public schools—in other words, that income is a major determinant, if not the only one," in parents' decisions about private schools.

"The report clearly says this is not the only determinant," Mr. Manno said. "It also demonstrates that private schools are not a 'threat' to public education."

The report, based on data from the 1979 Current Population Survey, shows both a decline in the total number of students in private schools and a lower proportion of the nation's students attending them.

In 1979, a total of 5,896,000 students attended private nurseries, kindergartens, and elementary and high schools.

About 4.2 million of those students were enrolled in private elementary and high schools, compared with 38.8 million in public schools, the Census Bureau said.

In 1964, 14.2 percent of the nation's students attended private schools, the report states, compared with 9.8 percent in 1979.

The report says that growth in both elementary and secondary private schools peaked in the mid-1960's. It reflected, according to the Census Bureau, not only the movement through the schools of the "baby boom" generation but also a private-school attendance rate that increased from 1950 to 1964 and then began to decline well before the boom peaked in the public schools.

Private-school enrollment doubled in the 14-year period, while total national school enrollment increased by almost 60 percent.

During that period, the private schools' share of total enrollment increased from 8.1 to 11.2 percent.

But over the next 15 years the number and proportion of private-school students declined to about two-thirds of the mid-1960's level.

The report does not analyze in detail the reasons for the decline, but suggests it is due in part to the migration of large numbers of families from the cities to the suburbs during the period (and out of central-city private schools), and to problems suffered since 1964 by Catholic schools—whose students as of 1979 still made up two-thirds of the total private-school population.

From 1964 to 1979, enrollment in Catholic schools dropped 44 percent. The report says that increased expenditures on public education, declining numbers of teaching nuns and priests, and a reluctance to build new Catholic schools in new suburban areas when other schools remained idle in older areas all contributed to the decline.

'Tumultuous' Period

Mr. Manno of the N.C.E.A. said the period covered in the report "was probably one of the most tumultuous in American Catholic church history," adding that the situation has apparently stabilized in the last two years. "The report could be misleading if we conclude from it that Catholic schools are in trouble."

Catholic schools' share of total enrollment began to stabilize in 1976, Mr. Manno noted, and even increased slightly in 1981. Today, Catholic schools enroll about 6.8 percent of all students, he said.

The stabilization is the result of growth in Catholic schools in the West, the Far West, and the Southeast, he said. In 1980, of the 18 new Catholic schools that opened, 15 were in these regions.

The Census Bureau reports similar patterns. From 1960 to 1979, the proportion of students in private schools increased only in the South (from 6 percent to 8 percent), decreased slightly in the West, dropped 6 percent in the North Central states, and dropped from 22 percent to 13 percent in the Northeast.

Many private academies opened in the South during the period in response to federally ordered school desegregation, the report notes.

The Northeast still has the highest proportion of private-school students, however, according to the report. The drop in Northern states resulted from Catholic-school losses, because three-fourths of Catholic-school enrollment as of 1969 was concentrated in the Northeast and North Central states, the report states.

The Census Bureau's report also noted that:

- Eighty-three percent of students attending private schools attended church-related schools in 1979.
- The median family income for families with children in private schools was $22,600 in 1979, compared with $16,500 for public-school families.
- Sixty percent of the 2,665,000 private-school families had only one child enrolled in private school. Twenty-seven percent had two children enrolled; the remainder had three or more.

The report, *Private School Enrollment, Tuition, and Enrollment Trends: October 1979*, is available for $4.75 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. The government order number is 003-001-91535-9.

Teachers Share Scarce Positions

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rarely needed for job sharers because they cover for each other and that school systems often save money when older, highly paid teachers switch to job sharing and half-pay.

The legislative auditor's report in Hawaii calculated that the state saved $440,000 in salaries during the first two-and-a-half years of its job-sharing project. Some administrators, though, say they do not save money on job sharing when they give both teachers full fringe benefits.

While parents often seem to be initially skeptical of having their children taught under a team-teaching arrangement, recent studies suggest that they like the arrangement once it is in place.

For example, of 117 parents responding to a survey done last spring by the Mt. Diablo Unified School District in California, where about 60 teachers share jobs, 96 percent said they would have their children taught by team-teachers again. Similar positive responses by parents were found in the evalutation of Hawaii's program.

In addition, all of the 21 principals surveyed in the Mt. Diablo study endorsed job sharing, while 95 percent of the 400 students questioned said they enjoyed it and 82 percent said they would choose it again.

The major concern of parents and school administrators, it seems, is that two teachers sharing a job could result in duplication or, conversely, a lack of continuity in disciplinary practices and instruction.

"Communication is the key," said Mr. Stallone, the San Francisco principal. "If the teachers don't keep in close contact, the whole thing can fall apart. So far, there haven't been any problems here."

"It's absolutely essential that you are compatible with the person you work with," said Judith A. Haslam, an administrator in the budget and personnel offices of the San Francisco school system who shared her duties as a middle-school English teacher during 1978-79 while she pursued a master's degree in business administration.

"We spent a lot of time bridging differences in ideas about discipline, teaching styles, and the expectations we had for the kids," Ms. Haslam said. "It turned out that over the course of the year, I gave every student one grade lower than my colleague."

Most teaching partnerships are initiated by teachers who submit written proposals to their principals. The often sticky questions of benefits, seniority, and reversibility (switching back to full-time work) are dealt with differently from place to place, says Ms. Moorman, depending on state regulations, collective-bargaining agreements, and school-system policies.

But while the National Educational Association (N.E.A.) adopted a resolution in 1981 endorsing the job-sharing concept, neither it nor the American Federation of Teachers is pushing the partnership idea at the national level.

"We support the idea, but it's not a raging hot item," said John E. Dunlop, manager of negotiations for the N.E.A.

Despite that, job sharing got a boost in Connecticut last spring, when Gov. William A. O'Neill signed a law allowing teachers to retire but to continue teaching about two courses a year while still collecting full retirement benefits.

"It will definitely encourage job sharing among older teachers who want to phase out of the profession," said Ralph M. Burke, director of personnel for the Fairfield school system.

California and Minnesota also have laws that make it easier for older teachers to share jobs.

Changing Policies Cause Confusion Over College Aid

Continued from Page 13

Other states and postsecondary institutions require the student to use the Financial Aid Form (FAF) of the College Scholarship Service or the Family Financial Statement (F.F.S.) of the American College Testing program. [Pennsylvania residents are required to file the PHEAA form of the Pennsylvania Higher Education Assistance Agency and California residents must use the Student Aid Application for California (SAAC).]

On these forms, the student checks a box indicating whether he or she wants the information transmitted to the Pell Grant processing agent and/or to the state scholarship agency. It is extremely important that the student answer "yes" to the appropriate questions in order for the information to be transmitted.

The need-analysis services process the documents and return a copy of the analysis to the student.

5. If a student applies for federal student aid, four to six weeks later the student will receive a Student Aid Report (SAR). The SAR reproduces information given on the application. Based on that information, the SAR shows whether student is eligible for a Pell Grant. If student is eligible, the financial-aid administrator at the postsecondary institution can use the Student Aid Index number to determine the amount of the Pell Grant. Even if the student is ineligible for that, the administrator can use the SAR to determine eligiblity for aid from the Supplemental Educational Opportunity Grant, College Work-Study, and National Direct Student Loans programs.

6. The state agencies to which financial information may have been sent notify the institutions of the student's eligibility for state funds. In the majority of states, the award notification is sent to the student as well.

7. Once all the information has been received, the institution can determine the student's eligibility for aid from various programs, calculate his or her financial need, and develop an aid package. The institution notifies the student via an award letter which describes the aid the student will receive.

The Deadlines

March 15, 1983. Federal student-aid application or Special Condition Application must be received by this date.

May 5, 1983. Corrections to SAR must be received by this date.

May 31, 1983, or the last day of student's enrollment in 1982-83, whichever comes first. Deadline for submitting the SAR to the college financial-aid office—if the student enrolled before May 1.

June 15, 1983. Requests for duplicate SAR's must be received by this date.

June 30, 1983, or student's last day of enrollment in 1982-83, whichever comes first. Deadlines for submitting SAR to the college financial-aid office—if student enrolled for the first time in the award period (July 1, 1982-June 30, 1983) *on or after May 1*.

Additional Information

Counselors may obtain up to 25 free copies of "The Student Guide: Five Federal Financial Aid Programs, 1983-84" and counselors and students may obtain additional information about applying for Pell Grants, N.D.S.L., College Work-Study, or SEOG programs from Federal Student Financial Aid, Post Office Box 84, Washington, D. C. 20024.

The Federal Student Financial Aid Information Center has a toll-free number 800-638-6700 (or, for Maryland residents, 800-492-6602) to answer financial-aid questions that cannot be answered by counselors or by referring to available publications.

The Pell Grant Processor can be reached at (213) 820-2800 by students and counselors seeking information on whether Pell Grant applications have been received and processed. The address is Federal Student Aid Programs, at the post office boxes designated below, Los Angeles, Calif. 90009. Post office boxes for various departments are as follows:

Department	P.O. Box
History Corrections/Asset Revisions	92842
Program Materials Distribution	92833
ADS (Alternate Disbursement System)	
Form 304	92834
Form 304-1	92838
Inquiry Correspondence	92836
Applications	92831
Special Condition Application	92831
Duplicates and Address Changes	92832
Haven't Heards	92832

The national financial-aid-officers' organization urges that these information resources be used prudently, since the Office of Student Financial Assistance will be able to maintain them only as long as their costs remain reasonable.

Additional Reading

Among the books explaining how to apply for financial aid that are commonly available in school libraries are: *Applying for Financial Aid*, published by the American College Testing Program; *Meeting College Costs* and the *College Cost Book, 1982-83*, published by the College Scholarship Service; and *Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans, 1982-83* by Robert Leiter, published by Octameron Assoc.

Tips on Guidance Efforts

Some of the most successful ways to encourage awareness of financial-aid issues, according to Mr. Sciami of St. John's University and others, are these:

- Help students learn to utilize available resources, including the library and nearby college financial-aid offices, to find information.
- Encourage students, who tend to put off applications until the last minute, to plan ahead and prepare early.
- Regularly distribute information on scholarship sources and deadlines to students.
- Bring college officials to campus to talk to students and their parents.
- Sponsor evenings in which students and their parents receive help in filling out application forms.
- Provide a realistic picture of funding for federal financial-aid programs.

"Nowadays, it is just as important to let students know that there is aid available as what process one goes through to get that aid," Mr. Sciami says.

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A TREND

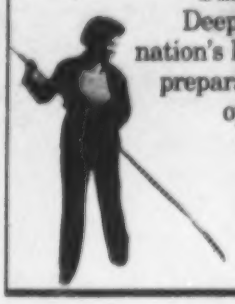
A decline in the emphasis on evolution in biology textbooks that began in the 1970's is continuing, according to an analysis of 102 textbooks published since the turn of the century. But observers disagree on the cause and one questions the study's methodology.

See Page 8.

A DISPUTE

Is a school district's internal mail system a public or a nonpublic forum? May one organization be granted exclusive use of it? Rival teachers' unions from Indiana argued those questions before the U. S. Supreme Court last week in a suit the national unions are watching closely.

See Page 9.



AN ANOMALY

Deep in the rural South, the nation's last remaining all-black preparatory boarding school is optimistic as it struggles to maintain its identify and to survive in a changing world.

See Page 5.

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Job-Training Law Expands Roles of Schools, Business

Signing Coincides With Record Unemployment

By Susan G. Foster

WASHINGTON—After nearly 10 years and expenditures of more than $50 billion, CETA (the Comprehensive Employment and Training Act) became history last week when President Reagan signed a new employment and training bill to replace it.

The signing occurred within days after the Department of Labor released statistics showing that unemployment had reached 10.1 percent, the highest rate since the Great Depression, and at a time when Senators and Representatives were on the campaign trail facing voters deeply concerned about jobs.

It was also a week in which *Newsweek*, for only the fourth time in its history, took an editorial position—about jobs. Describing its cover story, the magazine told its millions of readers that "profound pressures are changing the nature of work and the work force" and said it was offering "a seven-point agenda for action to help put America back to work."

Federal Support System

Newsweek, the legislators who backed the new job-training program, and President Reagan, who signed it despite his earlier opposition to the measure, appeared to agree that some federal support system for Americans out of work was called for.

But experts on job-training admit they are uncertain whether the new bill—the Job Training Partnership Act—will be more effective than CETA in reducing the number of unemployed and welfare recipients. They generally agree, however, that the new employment and training legislation, which will cost an estimated $3.7 billion in the fiscal year 1983, offers educators greater opportunity than CETA did to participate in skill-training programs for the nation's economically disadvantaged young people and adults.

Gene Bottoms, executive director of the American Vocational Association, believes that vocational education's position under the new legislation will improve. "There is enough language in the legislation to suggest that vocational education will be an integral part of the job-training program," Mr. Bottoms points out.

The resources of local vocational systems are the logical choice for serving the eco-

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JOHN PHILLIPS—CHRONICLE OF HIGHER EDUCATION

Reporters and spectators gather in front of the Supreme Court for an impromptu news conference after arguments in the tax-exemption case.

Racial Policies, Religious Rights Square Off As High Court Hears Tax-Exemption Case

By Eileen White

WASHINGTON—A dispute over the eligibility of racially discriminatory religious schools for federal tax exemptions came before the U. S. Supreme Court last week in a lawsuit that has become the focal point of criticism of the Reagan Administration's civil-rights policy.

In an unusual move, both the federal government's previous position—that the I.R.S. has the authority to deny tax benefits to discriminatory schools—and its current position—that that authority has not been specifically granted by the Congress—were presented to the Justices.

The case involves appeals of rulings by the U. S. Court of Appeals for the Fourth Circuit against two educational institutions denied tax-exempt status by the Internal Revenue Service (I.R.S.). The I.R.S. in 1970 revoked the tax-exempt status of Bob Jones University of Greenville, S. C., and denied the application for tax exemption of the Goldsboro Christian Schools of Golds-

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Court Takes Case Alleging Sex Bias In State Annuities

Thousands of Teachers Covered by Similar Plans

By Tom Mirga and Sheppard Ranbom

WASHINGTON—The U. S. Supreme Court, in a move that could have broad ramifications for the nation's teacher-retirement systems, last week agreed to review a lawsuit that challenges sex-based inequities in Arizona's public-employee annuity plan.

The Court has been asked to decide whether the use of insurance mortality tables in administering the plan violates Title VII of the Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of sex and race.

According to a report conducted by the Rand Corporation for the National Institute of Education in 1980, all state-operated teacher-retirement systems offer such annuity options to their employees.

The report also noted that if a teacher does not elect any other pension options offered by his employer, his pension is automatically paid out under an annuity scheme of the type now facing review by the Court.

According to 1977 Labor Department figures, 34,200,000 American workers are enrolled in 132,400 "defined benefit" plans—plans, such as those affecting many school employees, that pay equal retirement benefits to men and women; another 15,500,000 workers are enrolled in "defined contribution" plans—those that are based on actuarial tables that make distinctions in benefits paid based on differing mortality statis-

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Crowded Out of Curricula by Social Studies

Basic-Education Panel Urges Return to the Study of History

By Susan Walton

History is a required subject in the public schools of every state. By the time they graduate from high school, most students have taken courses in American history, the history of their state, civics, and "world cultures." Many have taken some of these subjects twice.

Under the circumstances, can one argue that the amount and quality of history being taught and learned in the schools is inadequate and becoming more so?

Indeed one can, says a panel of historians, teachers, and administrators who spent several years pondering the subject. The panel is the Council for Basic Education's history commission, which this month issued its final report, *Making History Come Alive*.

The council, a nonprofit educational organization based in Washington, formed the 12-member commission in 1979. The members were drawn from all levels of education. James Howard, a council staff member, and Thomas Mendenhall, former president of Smith College, wrote the report on behalf of the entire commission.

The panel is critical, on several counts, of the way educators handle the teaching of history:

- The territory in the curriculum that was once occupied by history has been colonized by 24 other "disparate areas" that are classified as "social studies." While urban stud-

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